



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11081309
SAU: Minot School Department
School: Minot Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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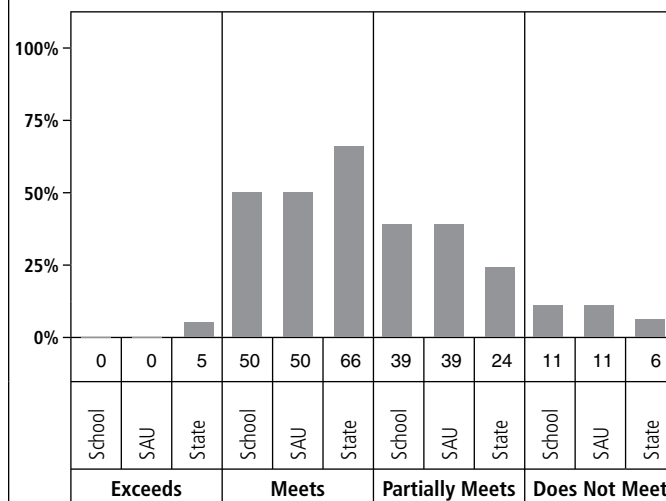
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Minot School Department
School: Minot Consolidated School

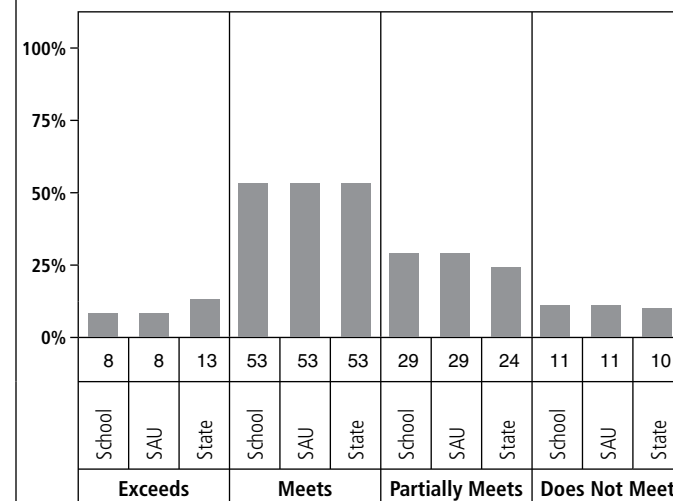
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	447	447	445
2007–2008	443	443	445
2008–2009	442	442	446
Cum. Avg.*	444	444	445
Mathematics			
2006–2007	447	447	445
2007–2008	445	445	445
2008–2009	444	444	446
Cum. Avg.*	445	445	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Minot School Department
School: Minot Consolidated School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	39	100	38	100	13805	100	39	100	38	100	13737	100	39	100	38	100	13746	100						
Ethnicity African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	1	3	0	0	229	2	1	100	0	0	223	97	1	100	0	0	227	99						
Hispanic	1	3	1	3	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	37	95	37	97	12883	93	37	100	37	100	12832	100	37	100	37	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	13	4	11	2383	17	5	100	4	100	2366	100	5	100	4	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	11	28	10	26	5819	42	11	100	10	100	5782	99	11	100	10	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	35	90	35	92	10439	76	35	90	35	92	10471	76						
Identified disability (PET/IEP)	2	6	2	6	351	3	2	6	2	6	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	3	8	3	8	3142	23	3	8	3	8	3138	23						
Identified disability (PET/IEP)	2	67	2	67	1860	59	2	67	2	67	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	1	33	1	33	71	2	1	33	1	33	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
Participation through alternate assessment (PAAP)	1	3	0	0	155	1	1	3	0	0	137	1						
Identified disability (PET/IEP)	1	100	0	0	155	100	1	100	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Minot School Department
School: Minot Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	3	1	3	507	4
	2007-2008	0	0	0	0	559	4
	2008-2009	0	0	0	0	672	5
	Cum. Total*	1	1	1	1	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	22	69	22	69	8749	63
	2007-2008	15	58	15	58	8308	59
	2008-2009	19	50	19	50	8917	66
	Cum. Total*	56	58	56	58	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	9	28	9	28	3467	25
	2007-2008	10	38	10	38	3922	28
	2008-2009	15	39	15	39	3241	24
	Cum. Total*	34	35	34	35	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	0	0	0	0	1165	8
	2007-2008	1	4	1	4	1264	9
	2008-2009	4	11	4	11	751	6
	Cum. Total*	5	5	5	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	28.0	58.3	28.0	58.3	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	13.4	55.8	13.4	55.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.6	60.8	14.6	60.8	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Minot School Department

School: Minot Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	0	0	19	50	15	39	4	11	442	38	0	50	39	11	442	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	37	0	0	18	49	15	41	4	11	442	37	0	49	41	11	442	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2211	1	39	42	18	439
No	34	0	0	18	53	13	38	3	9	442	34	0	53	38	9	442	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	38	0	0	19	50	15	39	4	11	442	38	0	50	39	11	442	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	10	0	0	3	30	6	60	1	10	440	10	0	30	60	10	440	5677	2	57	32	9	443
No	28	0	0	16	57	9	32	3	11	442	28	0	57	32	11	442	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	38	0	0	19	50	15	39	4	11	442	38	0	50	39	11	442	13575	5	66	24	6	446
Gender																						
Female	24	0	0	17	71	6	25	1	4	445	24	0	71	25	4	445	6580	7	68	21	5	448
Male	14	0	0	2	14	9	64	3	21	437	14	0	14	64	21	437	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	0	0	3	50	3	50	432	6	0	0	50	50	432	2127	1	48	42	9	441
No	32	0	0	19	59	12	38	1	3	444	32	0	59	38	3	444	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	38	0	0	19	50	15	39	4	11	442	38	0	50	39	11	442	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Minot School Department

School: Minot Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	0	0	2	100	427	5	0	0	0	100	427	4	2	45	36	17	441
B. less than one hour	89	0	0	18	53	14	41	2	6	443	89	0	53	41	6	443	75	5	67	23	4	447
C. one to two hours	5	0	0	1	50	1	50	0	0	441	5	0	50	50	0	441	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	0	0	11	79	3	21	0	0	446	37	0	79	21	0	446	40	8	71	17	4	449
B. good	39	0	0	7	47	7	47	1	7	442	39	0	47	47	7	442	45	3	66	25	5	446
C. fair	16	0	0	1	17	3	50	2	33	435	16	0	17	50	33	435	13	1	54	35	10	442
D. poor	8	0	0	0	0	2	67	1	33	436	8	0	0	67	33	436	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	0	0	9	69	4	31	0	0	445	34	0	69	31	0	445	31	8	69	19	4	448
B. They match some of what I have learned.	45	0	0	8	47	7	41	2	12	441	45	0	47	41	12	441	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	0	0	2	50	1	25	1	25	439	11	0	50	25	25	439	11	2	54	35	10	442
D. There is no match.	11	0	0	0	0	3	75	1	25	437	11	0	0	75	25	437	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	0	0	3	38	4	50	1	13	440	21	0	38	50	13	440	19	4	54	31	11	443
B. about the same as my regular schoolwork	50	0	0	10	53	6	32	3	16	442	50	0	53	32	16	442	63	6	69	22	4	447
C. easier than my regular schoolwork	29	0	0	6	55	5	45	0	0	443	29	0	55	45	0	443	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	17	0	0	2	33	3	50	1	17	438	17	0	33	50	17	438	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	53	0	0	11	58	6	32	2	11	443	53	0	58	32	11	443	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	31	0	0	5	45	5	45	1	9	441	31	0	45	45	9	441	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	29	0	0	7	64	4	36	0	0	444	29	0	64	36	0	444	21	8	68	19	5	448
B. 20 minutes to an hour	42	0	0	10	63	4	25	2	13	443	42	0	63	25	13	443	55	5	70	21	4	447
C. less than 20 minutes	18	0	0	2	29	4	57	1	14	439	18	0	29	57	14	439	13	2	57	33	8	443
D. I rarely read at home.	11	0	0	0	0	3	75	1	25	437	11	0	0	75	25	437	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	4	40	5	50	1	10	441	27	0	40	50	10	441	25	3	59	30	8	444
B. six to ten pages	30	0	0	7	64	3	27	1	9	443	30	0	64	27	9	443	24	4	64	26	6	445
C. eleven or more pages	43	0	0	8	50	7	44	1	6	443	43	0	50	44	6	443	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	430	50	0	0	0	100	430						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	430	50	0	0	0	100	430						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Minot School Department
School: Minot Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	4	13	4	13	1054	8
	2007-2008	3	12	3	12	1321	9
	2008-2009	3	8	3	8	1712	13
	Cum. Total*	10	10	10	10	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	17	53	17	53	7394	53
	2007-2008	12	46	12	46	7079	51
	2008-2009	20	53	20	53	7270	53
	Cum. Total*	49	51	49	51	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	9	28	9	28	3729	27
	2007-2008	10	38	10	38	3955	28
	2008-2009	11	29	11	29	3219	24
	Cum. Total*	30	31	30	31	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	2	6	2	6	1735	12
	2007-2008	1	4	1	4	1642	12
	2008-2009	4	11	4	11	1408	10
	Cum. Total*	7	7	7	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.3	61.0	29.3	61.0	30.8	64.2
A. Number	20	42	12.2	61.0	12.2	61.0	12.5	62.5
B. Data	8	17	4.7	58.8	4.7	58.8	5.3	66.3
C. Geometry	10	21	6.6	66.0	6.6	66.0	6.5	65.0
D. Algebra	10	21	5.8	58.0	5.8	58.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Minot School Department
 School: Minot Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	3	8	20	53	11	29	4	11	444	38	8	53	29	11	444	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	37	3	8	19	51	11	30	4	11	444	37	8	51	30	11	444	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2227	3	34	33	30	437
No	34	3	9	20	59	10	29	1	3	446	34	9	59	29	3	446	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	38	3	8	20	53	11	29	4	11	444	38	8	53	29	11	444	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	10	1	10	6	60	3	30	0	0	447	10	10	60	30	0	447	5704	6	48	30	16	442
No	28	2	7	14	50	8	29	4	14	443	28	7	50	29	14	443	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	38	3	8	20	53	11	29	4	11	444	38	8	53	29	11	444	13603	13	53	24	10	446
Gender																						
Female	24	1	4	14	58	7	29	2	8	444	24	4	58	29	8	444	6591	12	54	24	11	446
Male	14	2	14	6	43	4	29	2	14	443	14	14	43	29	14	443	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	1	17	3	50	2	33	432	6	0	17	50	33	432	2131	3	41	38	18	440
No	32	3	9	19	59	8	25	2	6	446	32	9	59	25	6	446	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	38	3	8	20	53	11	29	4	11	444	38	8	53	29	11	444	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Minot School Department

School: Minot Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	427	5	0	0	50	50	427	4	4	37	30	28	438
B. less than one hour	89	3	9	18	53	10	29	3	9	444	89	9	53	29	9	444	75	13	55	23	9	447
C. one to two hours	5	0	0	2	100	0	0	0	0	451	5	0	100	0	0	451	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	2	18	6	55	3	27	0	0	448	29	18	55	27	0	448	37	22	56	16	7	451
B. good	42	1	6	9	56	3	19	3	19	442	42	6	56	19	19	442	45	9	56	25	9	446
C. fair	21	0	0	4	50	4	50	0	0	444	21	0	50	50	0	444	14	3	46	34	17	440
D. poor	8	0	0	1	33	1	33	1	33	437	8	0	33	33	33	437	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	1	7	11	79	2	14	0	0	448	37	7	79	14	0	448	35	19	56	19	7	450
B. They match some of what I have learned.	37	1	7	4	29	6	43	3	21	439	37	7	29	43	21	439	51	11	56	25	8	446
C. They match just a little of what I have learned.	16	1	17	2	33	2	33	1	17	443	16	17	33	33	17	443	10	5	43	31	21	440
D. There is no match.	11	0	0	3	75	1	25	0	0	446	11	0	75	25	0	446	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	0	0	0	0	2	50	2	50	431	11	0	0	50	50	431	17	5	44	31	20	441
B. about the same as my regular schoolwork	51	2	11	10	56	5	28	1	6	446	51	11	56	28	6	446	62	13	57	23	7	448
C. easier than my regular schoolwork	37	1	8	10	77	1	8	1	8	447	37	8	77	8	8	447	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	0	0	3	33	3	33	3	33	436	24	0	33	33	33	436	7	6	36	32	27	438
B. 30–45 minutes	37	1	7	8	57	4	29	1	7	445	37	7	57	29	7	445	25	7	52	28	12	444
C. 45–60 minutes	24	2	22	5	56	2	22	0	0	450	24	22	56	22	0	450	38	14	56	22	8	448
D. more than 60 minutes	16	0	0	4	67	2	33	0	0	445	16	0	67	33	0	445	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	1	50	1	50	429	5	0	0	50	50	429	3	4	36	31	28	438
B. two or three days a week	13	0	0	1	20	4	80	0	0	438	13	0	20	80	0	438	12	13	51	26	10	446
C. two or three times each month	32	1	8	7	58	2	17	2	17	443	32	8	58	17	17	443	32	15	58	20	7	449
D. never or almost never	50	2	11	12	63	4	21	1	5	448	50	11	63	21	5	448	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	1	9	5	45	3	27	2	18	442	29	9	45	27	18	442	26	12	50	25	13	445
B. two or three days a week	29	0	0	9	82	1	9	1	9	444	29	0	82	9	9	444	32	14	57	21	7	448
C. two or three times each month	29	2	18	4	36	4	36	1	9	445	29	18	36	36	9	445	26	13	56	22	8	448
D. never or almost never	13	0	0	2	40	3	60	0	0	444	13	0	40	60	0	444	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	430	50	0	0	100	0	430						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	422	50	0	0	0	100	422						